

MONTANA STANDARDS FOR READING

Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.

Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.

Content Standards indicate what all students should know, understand, and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

Content Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.

Content Standard 2—Students apply a range of skills and strategies to read.

Content Standard 3—Students set goals, monitor, and evaluate their progress in reading.

Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.

Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Reading Content Standard 1

Students construct meaning as they comprehend, interpret, and respond to what they read.

Rationale

Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

As readers construct meaning they interpret what they read, selecting important ideas and details.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new material and previous information/experiences.	1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	1. make predictions and describe inferences and connections within material and between new material and previous information/experiences.
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	3. interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.	3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.
4. demonstrate basic understanding of main ideas and some supporting details.	4. demonstrate understanding of main ideas and select important supporting facts and details.	4. demonstrate understanding of main ideas and formulate arguments using supporting evidence.
5. accurately retell key elements of appropriate reading material.	5. provide accurate, detailed summaries using key elements of appropriate reading material.	5. accurately paraphrase reading material, reflecting tone and point of view.

Reading Content Standard 2

Students apply a range of skills and strategies to read.

Rationale

Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	2. identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).
3. identify literary devices (e.g., figurative language and exaggeration).	3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).
4. use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	5. adjust fluency, rate, and style of reading to the content and purpose of the material.	5. adjust fluency, rate, and style of reading to content and purpose of the material.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend. 8. ask questions and check predictions prior to, during, and after reading.	7. use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate. 8. ask questions, check predictions, and summarize information prior to, during, and after reading.	7. use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate. 8. ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

Reading Content Standard 3

Students set goals, monitor, and evaluate their progress in reading.

Rationale

Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher. 2. describe reading successes and set reading goals. 3. select authors, subjects, and print and nonprint material to share with others.	1. articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed. 2. monitor reading successes and set reading goals. 3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations.	1. articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading. 2. analyze reading successes and attainment of reading goals. 3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

Reading Content Standard 4

Students select, read, and respond to print and nonprint material for a variety of purposes.

Rationale

Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.

Specific reasons to read include:

- *to gain personal satisfaction*
- *to learn new information*
- *to perform a task*
- *to discover occupational applications*
- *to expand aesthetic experiences*
- *to use and to benefit from media and technological communication*
- *to fulfill civic and social responsibilities*
- *to gather information for responding*

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).	1. establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	1. integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	2. read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).	2. read to evaluate appropriate resource material for a specific task.
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	3. read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).	3. locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	4. read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.	4. read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).	5. identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).	5. read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	6. read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).	6. read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).
	7. identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).	7. locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).

Reading Content Standard 5

Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

Rationale

Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.

Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	1. compare and contrast information and textual elements in print and nonprint material.	1. compare and contrast information and broad themes within and among a variety of information sources.
2. make connections, integrate, and organize information from multiple sources.	2. make connections, explain relationships among a variety of sources, and integrate similar information.	2. logically synthesize information from a complex range of print and nonprint sources.
3. recognize authors' points of view.	3. recognize authors' points of view and purposes.	3. apply basic principles of formal logic to print and nonprint material.
4. distinguish fact from opinion in various print and nonprint material.	4. recognize authors' use of language and literary devices to influence readers.	4. analyze use of evidence, logic, language devices, and bias as strategies to influence readers.
	5. recognize, express, and defend a point of view.	

Reading Performance Standards: A Profile of Four Levels

The Reading Performance Standards describe the readers' knowledge, skills, and abilities in the reading content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

<u>Advanced</u>	This level denotes superior performance.
<u>Proficient</u>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<u>Nearing Proficiency</u>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<u>Novice</u>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Reading

Advanced A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) uses a rich and varied reading and listening vocabulary;
- (c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
- (d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;
- (e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
- (f) accurately assesses and makes needed changes in reading strategies;
- (g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
- (h) consistently evaluates and monitors reading progress;
- (i) eagerly sets and meets personal reading goals;
- (j) chooses and successfully reads a variety of material for information and pleasure;
- (k) identifies a variety of purposes for reading;
- (l) recognizes how authors compose and use literary devices for a variety of purposes;
- (m) compares and contrasts information from several sources of reading; and
- (n) distinguishes fact from opinion.

Proficient A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
- (b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;
- (c) applies reading strategies and methods when reading content area material;
- (d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;
- (e) identifies a variety of purposes for reading;
- (f) self-selects appropriate reading material to meet a variety of purposes;
- (g) recognizes an author's purpose;

- (h) compares and integrates information from reading sources at grade level;
- (i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and
- (j) distinguishes fact from opinion.

Nearing Proficiency A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) articulates the overall meaning of the reading material;
- (b) uses a basic vocabulary to support content area reading material;
- (c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;
- (d) usually demonstrates an understanding of the elements of fiction and nonfiction;
- (e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;
- (f) self-selects appropriate reading material to meet a specific purpose;
- (g) sometimes recognizes the author's purpose;
- (h) often defines a purpose for reading;
- (i) inconsistently compares and integrates information between sources; and
- (j) sometimes distinguishes fact from opinion.

Novice A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;
- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level.

Grade 8 Reading

Advanced An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;
- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;
- (d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;
- (e) articulates and evaluates strategies used to monitor reading progress;
- (f) sets and meets reading goals;
- (g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;
- (h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;
- (i) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

Proficient An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;
- (b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (c) articulates and evaluates the strategies used to monitor reading progress;
- (d) sets and meets reading goals;
- (e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;
- (f) compares, contrasts, and integrates information, language and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and
- (g) identifies some literary devices that authors use in composing text.

Nearing Proficiency An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) demonstrates a literal understanding of the reading material and makes some interpretations;
- (b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;
- (c) sometimes combines strategies to read material with comprehension;
- (d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (e) sometimes articulates, but seldom evaluates, the strategies used to monitor reading progress;
- (f) sets reading goals and sometimes meets them;
- (g) sometimes self-selects appropriate material to meet a reading purpose; and
- (h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

Novice An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) demonstrates a literal understanding of the reading material;
- (b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;
- (c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;
- (d) uses a limited eighth-grade reading vocabulary;
- (e) seldom articulates the strategies used to monitor reading progress;
- (f) rarely sets or meets reading goals; and
- (g) compares information, language, and point of view from two print or nonprint sources.

Upon Graduation Reading

Advanced A graduating student at the advanced reading level demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;
- (b) describes abstract themes and ideas in the overall reading material;
- (c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;
- (d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;
- (e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (f) uses an enriched reading vocabulary beyond the twelfth grade;

- (g) successfully monitors his/her own reading progress;
- (h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;
- (i) self-selects material appropriate to a variety of reading purposes; and
- (j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

Proficient A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;
- (b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;
- (c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
- (e) monitors his/her own reading progress;
- (f) sets and consistently meets reading goals;
- (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
- (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
- (i) analyzes the author's uses of literary devices.

Nearing Proficiency A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
- (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
- (c) monitors his/her reading, but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a limited twelfth-grade reading vocabulary;
- (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
- (f) identifies elements of an author's style;
- (g) responds creatively to reading material; and
- (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

Novice A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
- (b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;
- (c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;
- (d) uses a reading vocabulary below twelfth-grade level;
- (e) sometimes monitors his/her own reading progress;
- (f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and
- (g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.



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Grade-level Expectations

Grades 3-8 and 10
Reading

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

Grade 3	<ol style="list-style-type: none"> 1. Makes predictions using new material and previous information/experiences. 2. Identifies basic main ideas and supporting details. 3. Decodes unknown words in grade-level text using a variety of strategies. 4. Identifies literary elements and devices in works of literature at grade-level 5. Uses substantial reading vocabulary appropriate to grade-level. 6. Applies, articulates, and self-monitors decoding and comprehension strategies—not measurable on statewide assessment. 7. Sets appropriate reading goals – not measurable on statewide assessment. 8. Identifies a variety of purposes for reading and selects appropriate print and non-print materials . 9. Recognizes an author's point of view. 10. Recognizes cultural differences including American Indians in various materials. 11. Compares and integrates information from two sources.
Grade 4	<ol style="list-style-type: none"> 1. Makes predictions and connections between new material and previous information/experiences. 2. Demonstrates a basic understanding of main ideas and supporting details. 3. Decodes unknown words in grade-level text using a variety of strategies . 4. Identifies literary elements and devices in works of literature at grade-level. 5. Uses a substantial reading vocabulary appropriate to grade-level 6. Applies, articulates, and self-monitors decoding and comprehension strategies-not measurable on statewide assessment. 7. Sets appropriate reading goals – not measurable on statewide assessment. 8. Selects and uses appropriate print and non-print materials to meet a variety of purposes at grade-level (e.g., signs, labels, instructions, recipes, directions, schedules, maps, tables, charts). 9. Recognizes an author's point of view and can distinguish fact from opinion. 10. Recognizes cultural differences including American Indians in various materials. 11. Compares and integrates information from more than two sources.

Grade 5	<ol style="list-style-type: none"> 1. Makes predictions and describes connections between new materials and previous information/experience. 2. Summarizes the main idea and details from materials read. 3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material. 4. Identifies and compares literary elements and devices in works of literature at grade-level. 5. Uses a substantial reading vocabulary appropriate to grade-level. 6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment. 7. Sets and meets appropriate reading goals – not measurable on statewide assessment. 8. Selects and uses appropriate reading material to meet a variety of purposes at grade-level. 9. Recognizes an author's point of view and purpose and can distinguish fact from opinion. 10. Identifies cultural perspectives of diverse populations including American Indians in various materials. 11. Compares and integrates information from a variety of sources.
Grade 6	<ol style="list-style-type: none"> 1. Makes predictions and describes connections between new materials and previous information/experience. 2. Identifies inferred and stated main ideas and selects important facts and details from materials read. 3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material. 4. Identifies and compares literary elements and devices in works of literature at grade-level. 5. Uses a substantial reading vocabulary appropriate to grade-level. 6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment. 7. Sets and meets appropriate reading goals – not measurable on statewide assessment. 8. Selects and uses appropriate reading materials to meet a variety of purposes at grade-level. 9. Recognizes an author's point of view and purpose and identifies some literary devices that authors use in composing text. 10. Identifies cultural perspectives of diverse populations including American Indians in various materials. 11. Compares and integrates information from a variety of print and non-print sources.

Grade 7	<ol style="list-style-type: none"> 1. Makes predictions and clearly describes, with details, connections between new materials and previous information/experience. 2. Interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the grade-level. 3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material. 4. Interprets and compares literary elements and devices in works of literature at grade-level. 5. Uses a substantial reading vocabulary appropriate to grade-level. 6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment. 7. Sets and meets appropriate reading goals – not measurable on statewide assessment. 8. Selects and uses appropriate material to meet a variety of reading purposes at grade-level. 9. Recognizes an author's point of view and purpose and identifies some literary devices that author used to influence readers. 10. Identifies cultural perspectives of diverse populations including American Indians in various materials. 11. Compares, contrasts and integrates information from a variety of print and non-print sources.
Grade 8	<ol style="list-style-type: none"> 1. Makes predictions and clearly describes, with details, meaningful connections between new materials and previous information/experience. 2. Interprets stated and inferred main ideas, and identifies important supporting facts and details when reading material appropriate to grade-level. 3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material. 4. Interprets and analyzes literary elements and devices in works of literature at grade-level. 5. Uses a substantial reading vocabulary appropriate to grade-level. 6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment. 7. Sets and meets appropriate reading goals – not measurable on statewide assessment. 8. Selects and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., to organize and understand information, to investigate a topic, to apply information to perform specific tasks). 9. Recognizes an author's point of view and purpose and identifies use of language and literary devices used to influence readers.

	<ul style="list-style-type: none"> 10. Identifies and interprets social responsibilities and cultural perspectives of diverse populations including American Indians in various materials. 11. Compares, contrasts and integrates information from a variety of print and non-print sources to defend a point of view.
Grade 10	<ul style="list-style-type: none"> 1. Makes and revises predictions and identifies connections within material and between material and previous information/experiences. 2. Paraphrases stated and inferred main ideas, identifies supporting evidence and responds using a variety of modes. 3. Applies decoding strategies to understand grade-level text. 4. Applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and non-print material. 5. Uses a substantial reading vocabulary appropriate to grade-level. 6. Articulates and evaluates the strategies used to monitor reading—not measurable on statewide assessment. 7. Sets, evaluates and often meets appropriate reading goals – not measurable on statewide assessment. 8. Selects, evaluates, compares, analyzes, and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., reference material, pamphlets, electronic information, schedules, maps, technical manuals). 9. Recognizes author's point of view and purpose. Analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers. 10. Analyzes and evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians. 11. Logically gathers, analyzes, synthesizes and responds to information from a variety of sources.

MONTANA STANDARDS FOR LITERATURE

Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Content Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Content Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.

Content Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Content Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

Literature Content Standard 1

Students construct meaning as they comprehend, interpret, analyze and respond to literary works.

Rationale

The “meaning” of a piece of work is not a rigid, unchanging interpretation by an expert. Meanings depend upon readers, upon the times, and upon the interaction of reader and literary work. Authors provide clues, judgments, and insights about life that influence a reader’s attitude. Students actively engage with text to build their own understanding. Thus, students understand what they read as it relates to what they know.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new literary works and previous information/experiences.	1. make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements.	1. propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech).
2. identify main ideas and some supporting details of literary works.	2. identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words.	2. develop and define with textual support interpretations of complex literary works.
3. retell key events of literary works in sequence.	3. summarize stories and identify major literary elements.	3. analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action).
4. make connections and comparisons of literary elements within and between works.	4. compare, contrast, and make connections of literary elements within and between works.	4. recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works.
5. make, confirm, or revise predictions based on the literary works.	5. draw inferences and conclusions based on literary works.	5. compare and contrast individual and group responses/reactions with author’s purpose/intent.
6. respond personally to ideas and feelings generated by literary works.	6. respond to literary works on the basis of personal insights and respect the different responses of others.	6. demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.

Literature Content Standard 2

Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.

Rationale

Recognizing how language is used to create meaning and achieve response helps readers gain critical power and assists them as communicators; furthermore, an understanding of language can deepen one's appreciation of literature.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify literary devices (e.g., figurative language, exaggeration).	1. identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery).	1. discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme.
2. demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving).	2. recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness.	2. analyze and critique the effectiveness of an author's choice of literary devices/elements.
3. increase vocabulary through the use of context clues and reference sources (e.g., dictionary, thesaurus, glossary) to understand literary works.	3. evaluate how vocabulary and language contribute to literary works.	3. recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society.
4. identify how language, literary devices, and forms contribute to the meaning of literary works.	4. demonstrate an understanding of how language, literary devices, and forms contribute to the impact of literary works.	4. evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer.

Literature Content Standard 3

Students reflect upon their literary experiences and purposefully select from a range of works.

Rationale

Learning to purposefully select literature to read and films to view which meet individual needs empowers individuals to take charge of their own development, to manage their time, to extend horizons, to challenge favorite viewpoints, to share other lives, to illuminate individual experiences and to grow as lifelong learners.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. select a variety of literary works for purposes of discovery, appreciation, and enjoyment.2. select print/nonprint works based upon reflection of prior literary experiences (e.g., author, subject, theme, genre).3. demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.	<ol style="list-style-type: none">1. select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment.2. apply given criteria to evaluate literary merit and express critical opinions about literary works.3. demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.	<ol style="list-style-type: none">1. use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information).2. develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work.3. recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment.

Literature Content Standard 4

Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.

Rationale

Through the ages, literature has mirrored the sensibilities of the people who have produced those works. Students engaging in a variety of works come to understand that viewpoints, attitudes, and ideas change; that individuals view events in a variety of ways based upon their own frames of reference, beliefs, and experiences.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. select, read, listen to, and view a variety of literary works.	1. select, read, listen to, and view a variety of literary works.	1. select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles.
2. respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works).	2. respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works).	2. demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature.
3. create and share responses to literary works through the application of technology, speaking, writing, and visual, and performing arts (e.g., discuss, write, move, design, compose, sing).	3. create and share responses to literary works through the application of technology, speaking, writing, visual, and performing arts (e.g., discuss, write, move, design, compose, sing).	3. create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multi-media presentations). 4. analyze diverse literature to identify and compare common human experiences within and between cultures.

Literature Content Standard 5

Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.

Rationale

Literature is a primary vehicle to widen and extend our experiences, to make us more aware of other individuals, issues, cultures and viewpoints and, thus, ourselves, our own cultures and our own attitudes. Literature moves us out of our personal spheres and extends our understanding as we change.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify how culture, ideas, and issues influence literary works.	1. examine and explain how history, culture, ideas, and issues influence literary works.	1. examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works.
2. compare one's culture to the culture portrayed in a literary work.	2. compare and contrast a variety of perspectives of self, others, and world issues through a selection of literary works.	2. identify and respond to philosophical assumptions and basic beliefs underlying selected texts.
3. make associations between ideas expressed in literary works and personal experiences.	3. use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic).	3. recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience. 4. investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.

Literature Standards: A Profile of Four Levels

The Literature Performance Standards describe students' knowledge, skills, and abilities in the literature content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

<i><u>Advanced</u></i>	This level denotes superior performance.
<i><u>Proficient</u></i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i><u>Nearing Proficiency</u></i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i><u>Novice</u></i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Literature

Advanced: (1) A fourth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and sometimes at the figurative level;
- (b) makes predictions and connections within and between literary works;
- (c) interprets as a reader, listener, and viewer how language affects the meaning of literary works;
- (d) confidently identifies the language and literary tools that contribute to the meaning;
- (e) evaluate how language and literary tools contribute to the impact of literary works;
- (f) purposefully selects print and non-print material from diverse cultures and viewpoints to fulfill needs; and
- (g) demonstrates the depth of understanding by sharing responses to a variety of literary works.

Proficient: (1) A fourth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends materials at the literal level, but has difficulty at the figurative level;
- (b) makes predictions and connections within and between literary works;
- (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) identifies the language and literary tools that contribute to meaning;
- (e) purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and
- (f) explores creative ways to share appropriate and unique responses to a variety of literary works.

Nearing Proficiency: (1) A fourth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level;
- (b) makes obvious predictions and connections within and between those works;
- (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) usually identifies the language and literary tools that contribute to the meaning of literary works;

- (e) sometimes purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and
- (f) occasionally explores creative ways to share responses to a variety of literary works, but often relies on predictable or mechanical methods.

Novice: (1) A fourth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) seldom comprehends material at the literal level;
- (b) makes obvious predictions and connections, with assistance, within and between literary works;
- (c) occasionally identifies how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) has difficulty identifying and/or discussing the language and literary tools that contribute to meaning;
- (e) randomly selects print and nonprint material from diverse cultures and viewpoints; and
- (f) uses limited methods to share responses to a variety of literary works.

Grade 8 Literature

Advanced: (1) An eighth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and frequently at the figurative level;
- (b) makes complex predictions and meaningful connections when analyzing and responding to literary works;
- (c) consistently and thoughtfully interprets and evaluates as a reader, listener, and viewer how literary devices, forms, and language impact literary works;
- (d) willingly and confidently responds to a variety of works demonstrating individualized generalizations and thoughtful comparisons and hypotheses; and
- (e) expresses a clear, personalized criteria for evaluation of judgments of quality.

Proficient: (1) An eighth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at the literal level and is gaining understanding at the figurative level;
- (b) effectively uses sequencing, comparing, contrasting and predicting to analyze and respond to literary works;
- (c) competently identifies and interprets how literary devices, forms, and language impact literary works as a reader, listener, and viewer;
- (d) consistently and purposefully selects a variety of literary works, expressing reasons for the choices; and
- (e) recognizes how the time period and other relevant situations produce a work's context.

Nearing Proficiency: (1) An eighth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level and sometimes, with assistance, at the figurative level;
- (b) makes obvious predictions and brief descriptions when analyzing and responding to literary works;
- (c) identifies literary devices, forms, and language, and describes how these impact literary works as a reader, listener, and viewer;
- (d) purposefully selects a variety of literary works, briefly expressing reasons for choices; and
- (e) occasionally shares responses to literature, demonstrating knowledge of literary form and structure.

Novice: (1) An eighth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) usually comprehends material at the literal level but seldom at the figurative level;
- (b) makes simple predictions and brief descriptions when responding to literary works;
- (c) infrequently identifies literary devices, forms, and languages and, with assistance, describes how these impact literary works as a reader, listener, and viewer;

- (d) selects literary works, yet has difficulty expressing reasons for choices; and
- (e) often focuses on restatement of story and summarization with little comparison or investigation of the work's meaning or form.

Upon Graduation Literature

Advanced: (1) A graduating student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately and completely comprehends material at both literal and figurative levels;
- (b) seeks out increasingly complex and diverse material;
- (c) develops and defends multiple-analytic and interpretive responses to those works;
- (d) demonstrates the inquiry process through the articulation of greater insight and higher level skills;
- (e) connects prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit; and
- (f) experiments with a range of original and sophisticated ways to communicate independently designed responses to a variety of literary works.

Proficient: (1) A graduating student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at both literal and figurative levels;
- (b) develops and defends multiple-analytic and interpretive responses to literary works;
- (c) analyzes and critiques how language and literary tools create and enhance the meaning and impact of literary works as a reader, listener, and viewer;
- (d) thoughtfully uses prior experience to purposefully select material to fulfill needs;
- (e) applies criteria to evaluate the reliability, authenticity, and merit of literary works; and
- (f) consistently creates and shares unique and reasonable responses to a variety of literary works.

Nearing Proficiency: (1) A graduating student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) comprehends material at the literal level but only occasionally at the figurative level;
- (b) develops and pursues questions and answers in his/her responses to literary works;
- (c) recognizes and discusses how language and literary tools influence the meaning and impact of literary works as a reader, listener, and viewer;
- (d) uses prior experience to select material;
- (e) occasionally applies criteria that assesses reliability, authenticity, and literary merits; and
- (f) relies on more predictable and limited forms to share responses to a variety of literary works.

Novice: (1) A graduating student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) comprehends materials on the literal level, but rarely at the figurative level;
- (b) recognizes interpretive responses to literary works, but finds difficulty discussing the effectiveness of literary tools;
- (c) reluctantly interacts with literary works;
- (d) has difficulty connecting personal literary experiences to personal life experiences; and
- (e) waits for encouragement, hesitates to share, and usually limits responses to assigned products.

MONTANA STANDARDS FOR SPEAKING AND LISTENING

Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction.

The National Communication Association defines speaking as “the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students’ knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, the end of grade 8 and grade 12.

Speaking and Listening Content Standard 1—Students demonstrate knowledge and understanding of the communication process.

Speaking and Listening Content Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

Speaking and Listening Content Standard 3—Students apply a range of skills and strategies to speaking and listening.

Speaking and Listening Content Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

Speaking and Listening Content Standard 1

Students demonstrate knowledge and understanding of the communication process.

Rationale

Skills needed in communicating begins with a knowledge of communication as a process made up of multiple components which include message, sender, receiver, shared experiences, channel, feedback, and interference. The sender puts ideas into verbal and nonverbal symbols that are transmitted to the receiver through channels. The receiver interprets the message and reacts to it by providing feedback. Unless the experiences and vocabulary of sender and receiver are similar, the effective exchange of ideas is difficult. At any point in this process, interference can prevent intended meanings from being accurately shared.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. recognize the important role of speaking and listening in daily life.2. identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener.	<ol style="list-style-type: none">1. observe and describe the importance of speaking and listening in personal relationships.2. identify and define the components of the communication process.	<ol style="list-style-type: none">1. explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions.2. identify and analyze the relationships among the components of the communication process.

Speaking and Listening Content Standard 2

Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.

Rationale

Everyday people must make decisions about the purpose of communication: will it be to exchange information, entertain or inspire, persuade, or solve problems? They must choose appropriate methods of communicating effectively with different types of audiences, whether favorable, hostile, or neutral, as well as with different audience sizes in conversation, small group, and public or mass. Delivery choice must also fit the presentation. It may be impromptu, extemporaneous, manuscript, or memorized delivery with or without audio and/or visual aids. Likewise, different types of listening, such as casual, appreciative, attentive, interpretive, critical and empathic are needed to different purposes and situations.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).	1. analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).	1. explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).
2. demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations.	2. demonstrate appropriate speaking and listening behaviors in communicating with various audiences.	2. demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.
3. speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions).	3. speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages).	3. speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).
4. identify and appropriately use different types of presentations (e.g., storytelling, narrative, description).	4. identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals).	4. identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, interpersonal endeavors).
5. identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).	5. identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).	5. identify and use different types of listening appropriate to the listening situation (e.g., critical listening).

Speaking and Listening Content Standard 3

Students apply a range of skills and strategies to speaking and listening.

Rationale

Speakers carefully select a topic organization, development, language, and delivery techniques appropriate to the audience and situation.

Listeners choose strategies to draw connections as they monitor understanding, evaluate information, enhance aesthetic experiences, and overcome listening barriers. Good listening is active, learned, and developed through practice.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. communicate in a focused and organized manner.	1. communicate with a clear purpose, well-developed organization, and support from a variety of sources.	1. communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.
2. select and use appropriate verbal language to convey intended meaning.	2. use verbal language appropriate to occasion, audience, and topic.	2. use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task.
3. identify and begin to use appropriate verbal and nonverbal skills to enhance presentations and manage communication anxiety.	3. explain and appropriately use verbal and nonverbal skills to enhance presentations and manage communication anxiety.	3. apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety.
4. monitor understanding by identifying and using strategies (e.g., asking relevant questions and restating information).	4. monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues).	4. monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues).
5. distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality.	5. distinguish information from persuasion, and logic from emotion.	5. recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages.
6. draw connections between one's experiences, information, and insights, and experiences communicated by others.	6. compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations.	6. compare and contrast one's experiences, information, and insights with the message in a variety of communication situations.
7. identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images.	7. compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., the same selection interpreted by different performers).	7. analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion.
8. identify, anticipate, and manage barriers to listening.	8. identify, anticipate, and manage barriers to listening.	8. identify, anticipate, and manage barriers to listening.

Speaking and Listening Content Standard 4

Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

Rationale

After speaking or listening, students need to evaluate the completed communication process to identify successful and less successful strategies, incorporate the successful techniques in their own communication, and reflect on the impact the communication had on others. Training in speaking and listening cultivates respect for the feelings and values of others while increasing awareness of the ethical responsibilities inherent in communication. In a global village in the information age, it is imperative for all students to be competent, informed, and sensitive oral communicators.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. identify the characteristics of effective speaking and listening.2. reflect on one's effectiveness as speakers and as listeners, and set personal goals.3. show respect for the feelings and values of others when speaking and listening.	<ol style="list-style-type: none">1. analyze and apply the characteristics of effective speaking and evaluative listening.2. use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.3. explain the importance of speaking and listening in our democratic society within a culturally diverse world.	<ol style="list-style-type: none">1. analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media.2. use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.3. analyze the legal and ethical issues associated with responsible communication.

Speaking and Listening Performance Standards

The Speaking and Listening Performance Standards describe students' knowledge, skills, and abilities in the speaking and listening content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Speaking and Listening

Advanced: (1) A fourth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays an extensive understanding of the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) effectively uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) fluently applies a range of skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) effectively examines the characteristics of enjoyable listening experiences;
- (f) consistently identifies characteristics of effective speaking and listening and appropriately modifies own behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

Proficient: (1) A fourth-grade student at the proficient level in speaking and listening demonstrates solid academic performance. He/she:

- (a) recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) applies a range of speaking skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) examines the characteristics of enjoyable listening experiences;
- (f) identifies characteristics of effective speaking and listening and appropriately modifies own communication behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

Nearing Proficiency: (1) A fourth-grade student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) sometimes uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a limited range of speaking skills and strategies, but is not always focused, organized, or clear in delivery;
- (d) applies a limited range of listening skills and strategies, but is not always effective in questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening and is beginning to identify the characteristics of enjoyable listening experiences;
- (f) begins to identify the characteristics of effective speaking and listening, but infrequently modifies communication behavior; and
- (g) shows some respect for the feelings and values of others when speaking and listening.

Novice: (1) A fourth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

- (a) is beginning to recognize the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) seldom uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) sometimes applies a limited range of speaking skills and strategies, but is seldom focused, organized, or clear in delivery;
- (d) sometimes applies a limited range of listening skills and strategies, but has difficulty questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening experiences, but has difficulty identifying the characteristics of the presentations;
- (f) identifies a limited number of the characteristics of effective speaking and listening, and shows a limited ability to modify communication behavior; and
- (g) shows little respect for the feelings and values of others when speaking and listening.

Grade 8 Speaking and Listening

Advanced: (1) An eighth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of communication as an important process and communicates easily to develop and maintain personal relationships.
- (b) effectively chooses appropriate types of speaking and listening for a variety of purposes;
- (c) uses a complex range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) uses a complex range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;
- (e) thoughtfully compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and effectively modifies speaking and listening behaviors; and
- (g) displays extensive understanding of the complexity of communication in our democratic society within a culturally diverse world.

Proficient: (1) An eighth-grade student at the proficient level of speaking and listening demonstrates solid academic performance. He/she:

- (a) describes speaking and listening as important processes, and uses communication to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for a variety of purposes;
- (c) applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

- (e) compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and selects modifications to speaking and listening behaviors; and
- (g) consistently identifies and describes the importance of communication in our democratic society within a culturally diverse world.

Nearing Proficiency: (1) An eighth-grade student at the nearing proficiency level in speaking and listening demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes and uses communication, with assistance, to develop and maintain personal relationships;
- (b) sometimes recognizes and applies, with assistance, appropriate types of speaking and listening for a variety of purposes;
- (c) sometimes applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) sometimes applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences;
- (e) contrasts, but seldom compares enjoyable listening experiences;
- (f) sometimes identifies communication impacts, but has difficulty modifying speaking and listening behaviors; and
- (g) has limited recognition of the importance of communication in our democratic society within a culturally diverse world.

Novice: (1) An eighth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for speaking and listening. He/she:

- (a) seldom recognizes speaking and listening as important processes and has difficulty communicating to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for limited purposes;
- (c) applies a limited range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a limited range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences);
- (e) recognizes the obvious, but incompletely contrasts and seldom compares aesthetic listening experiences;
- (f) is beginning to understand communication impacts, and selects limited modifications to speaking and listening behaviors; and
- (g) has limited understanding of the importance of communication in our democratic society within a culturally diverse world.

Upon Graduation Speaking and Listening

Advanced: (1) A graduating student at the advanced level of speaking/listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of speaking and listening as important processes used to create meaning and influence thought and decision-making;
- (b) effectively distinguishes and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) effectively applies speaking skills and strategies, creating a well-organized and thoroughly developed message using appropriate verbal and nonverbal language;
- (d) effectively applies listening skills and strategies (e.g., monitoring understanding, recognizing, and analyzing logical and emotional appeals, making personal associations with the message);
- (e) thoroughly and effectively interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) thoroughly analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

MONTANA STANDARDS FOR WRITING

The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students write clearly and effectively.

Content Standard 2—Students apply a range of skills and strategies in the writing process.

Content Standard 3—Students evaluate and reflect on their growth as writers.

Content Standard 4—Students write for a variety of purposes and audiences.

Content Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.

Content Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

Writing Content Standard 1

Students write clearly and effectively.

Rationale

The goal of writing instruction at all grade levels is to enable all students to write clearly and effectively. While final drafts should be mechanically correct, good writing includes much more: organization, development of ideas with supporting detail, sentence fluency, word choice, and voice. Writers need many opportunities to write and revise their writing. As writers gain control of language, they discover the power of writing to communicate.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. organize text in paragraphs with clear beginning, middle, and end.	1. organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence.	1. organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence.
2. develop a main idea through some supporting details.	2. develop a main idea through relevant supporting details.	2. develop and elaborate main ideas through relevant and specific supporting details.
3. demonstrate awareness of personal voice, sentence structure, and word choice.	3. demonstrate some control of personal voice, sentence structure, and word choice.	3. demonstrate purposeful control of personal voice, sentence structure, and word choice.
4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

Writing Content Standard 2

Students apply a range of skills and strategies in the writing process.

Rationale

Writers use a variety of skills and strategies to construct a meaningful text. Writers progress recursively through five major stages: planning, composing, revising, editing and sharing/publishing. They need to learn, adapt and choose the writing strategies that best suit a particular writing task. By having ample time and frequent opportunities to write, writers grow in confidence and competence.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. plan writing by generating and organizing ideas and by considering purpose and audience.	1. plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience.	1. plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience.
2. write a draft that captures and organizes ideas.	2. write one or more drafts that capture and organize ideas.	2. write one or more drafts that capture, explore, and organize ideas.
3. revise writing at the word, sentence, and paragraph levels using feedback and guidance from others.	3. revise writing at the word, sentence, and paragraph levels using feedback from others.	3. revise writing by seeking feedback from others and making appropriate changes to improve text.
4. edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	4. edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	4. edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).
5. share/publish a legible final product.	5. share/publish a legible final product.	5. share/publish a legible final product.

Writing Content Standard 3

Students evaluate and reflect on their growth as writers.

Rationale

Writers monitor their writing progress. They assess their strengths and recognize successes in their own and others' writing. By using criteria for effective writing, successful writers set goals for writing improvement and select strategies and resources to accomplish those goals.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. set goals and become aware of successes in their own and others' writing.2. share writing with others, listen to responses, ask questions, and offer positive comments to others.3. identify their strengths as writers.	<ol style="list-style-type: none">1. set goals and analyze successes in their own and others' writing.2. share and discuss their own and others' writing for improvement and growth as writers.3. identify and describe strengths and weaknesses as writers.	<ol style="list-style-type: none">1. set goals and evaluate successes in their own and others' writing.2. seek and use feedback from others and offer constructive criticism to others.3. analyze and evaluate strengths and weaknesses as writers.

Writing Content Standard 4

Students write for a variety of purposes and audiences.

Rationale

Without purpose and audience, writing has no meaning. The purposes of writing include reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion, all of which help writers make sense of the world. Once writers have a purpose, they select audiences and make stylistic and structural choices that allow them to communicate effectively.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify the purpose for their writing and write appropriately.	1. identify and articulate the purpose for their writing and write appropriately.	1. identify and articulate the purpose for their writing and write appropriately.
2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.
3. experience writing in different genres (e.g., descriptive writing).	3. experience writing in different genres (e.g., narrative writing).	3. experience writing in various genres (e.g., expository and persuasive writing).

Writing Content Standard 5

Students recognize the structures of various forms and apply these characteristics to their own writing.

Rationale

By reading diverse selections of fiction and nonfiction, classic and contemporary pieces, individuals acquire the tools to express themselves in writing. When individuals analyze and reflect on the forms they read, they understand more fully how to apply the characteristics of those forms in their own writing.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).write using characteristics of different forms.	<ol style="list-style-type: none">identify and analyze characteristics of different forms (e.g., narrative, journal, technical).write using characteristics of different forms.	<ol style="list-style-type: none">identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).write using characteristics of different forms.

Writing Content Standard 6

Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

Rationale

As lifelong learners, individuals initiate their own inquiries, find solutions to real problems, and use current and emerging technologies and information sources. Writing enables individuals to analyze and synthesize information, as well as to present solutions using traditional and technological media.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. pose questions or identify problems.	1. pose questions or identify problems.	1. pose questions or identify problems.
2. use selected technologies and information sources.	2. find and use a variety of technologies and information sources.	2. find, evaluate, and use a variety of technologies and information sources.
3. identify explanations or solutions, and draw a conclusion based on the information.	3. identify several explanations or solutions, and draw conclusions based on their analysis of the information.	3. identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.
4. share information in appropriate ways for intended audiences.	4. share information in appropriate ways for intended audiences.	4. share information in appropriate ways for intended audiences.

Writing Performance Standards: A Profile of Four Levels

The Writing Performance Standards describe the writer’s knowledge, skills, and abilities on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

<u>Advanced</u>	This level denotes superior performance.
<u>Proficient</u>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<u>Nearing Proficiency</u>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<u>Novice</u>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Writing

Advanced: (1) A fourth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics;
- (b) applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing;
- (c) shares and discusses his/her own writing and the writing of others to help make significant revisions;
- (d) writes, with assistance, for a variety of purposes and audiences and easily writes in different genres, including descriptive writing;
- (e) frequently proceeds with independent inquiries, with initial guidance; and
- (f) often uses a range of resources to seek information, solve problems, and communicate.

Proficient: (1) A fourth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by organizing the text with a clear beginning, middle, and end;
- (b) applies basic skills and strategies in the writing process as he/she develops as a writer;
- (c) shares and discusses his/her own writing and the writing of others;
- (d) recognizes and regularly practices using various forms of writing, including descriptive writing;
- (e) writes, with assistance, for a variety of purposes and audiences; and
- (f) responds to guided inquiry as he/she learns to search out information, solve problems, and communicate.

Nearing Proficiency: (1) A fourth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end;
- (b) applies basic skills and limited strategies in the writing process as he/she develops as a writer;
- (c) sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text;

- (d) recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing;
- (e) writes for a specific purpose and with some sense of audience; and
- (f) conducts inquiries, with support, to find information to communicate.

Novice: (1) A fourth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) writes with limited clarity or effectiveness;
- (b) shows some emerging level of organization;
- (c) demonstrates limited awareness of the structure of his/her writing;
- (d) requires frequent guidance to apply basic skills and limited strategies as he/she learns to write;
- (e) shares his/her writing although his/her discussion usually lacks substance or focus;
- (f) requires guidance to recognize various forms of writing, including descriptive writing;
- (g) writes with a limited purpose, often showing no awareness of audience; and
- (h) needs assistance to conduct inquiries, find information, and communicate.

Grade 8 Writing

Advanced: (1) An eighth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing;
- (b) eagerly seeks feedback to evaluate his/her writing and reflects on his/her growth as a writer;
- (c) identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genres, including narrative writing;
- (d) successfully writes for a variety of purposes and audiences;
- (e) initiates his/her own inquiries; and
- (f) uses current technologies and information sources to communicate.

Proficient: (1) An eighth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer;
- (c) typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genres, including narrative writing; and
- (d) initiates his/her own inquiries and uses current technologies and information sources to communicate.

Nearing Proficiency: (1) An eighth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process;
- (b) sometimes demonstrates the ability to evaluate writing and reflect on his/her growth as a writer;
- (c) recognizes and applies some characteristics of some forms of writing;
- (d) writes for a narrow range of purposes and audiences, and has limited practice in narrative writing;
- (e) sometimes initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

Novice: (1) An eighth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) rarely writes clearly and effectively without assistance;
- (b) applies a limited range of skills and strategies in the writing process;
- (c) is reluctant to revise and needs assistance to evaluate his/her writing;
- (d) demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing;

- (e) often lacks purpose and needs guidance to identify an audience or practice in narrative writing at the basic level;
- (f) requires direction and support to conduct inquiries; and
- (g) often uses current and emerging technologies and information sources to communicate.

Upon Graduation Writing

Advanced: (1) A graduating student at the advanced level of writing demonstrates superior performance. He/she:

- (a) consistently writes clearly and effectively, often about sophisticated subjects;
- (b) applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing;
- (c) independently evaluates writing and reflects on his/her growth as a writer;
- (d) recognizes different levels of meaning as well as sophisticated variations within forms of writing;
- (e) takes risks and applies these characteristics to his/her own writing;
- (f) writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences;
- (g) demonstrates self-directed inquiry; and
- (h) makes effective use of current and emerging technologies and information sources to communicate.

Proficient: (1) A graduating student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) often seeks and responds to feedback to evaluate and revise writing, as well as reflects on his/her growth as a writer;
- (c) recognizes variations within the forms and often identifies different levels of meaning;
- (d) occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genres, including expository and persuasive writing;
- (e) initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

Nearing Proficiency: (1) A graduating student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) often writes clearly and effectively by applying a limited range of skills and strategies;
- (b) still needs assistance to revise work in response to feedback;
- (c) often needs guidance to evaluate work and reflect on his/her growth as a writer;
- (d) recognizes the forms of writing and applies basic characteristics to his/her own writing;
- (e) writes for a limited range of purposes and audiences, and has some experience writing in different genres, including expository and persuasive writing;
- (f) conducts inquiries, with assistance, and
- (g) uses current technologies and information sources to communicate.

Novice: (1) A graduating student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly at a basic level by applying selected skills and strategies;
- (b) needs assistance to write effectively;
- (c) is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback;
- (d) demonstrates limited understanding of his/her growth as a writer;
- (e) recognizes basic forms of writing and applies some basic characteristics to his/her writing;
- (f) often lacks purpose in writing, including expository and persuasive, and writes for a limited audience;
- (g) seldom conducts inquiries; and
- (h) uses current technologies and information sources, with assistance, to communicate.

Proficient: (1) A graduating student at the proficient speaking and listening level demonstrates solid academic performance. He/she:

- (a) displays understanding of speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) makes reasonable distinctions and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) applies a range of speaking skills and strategies, creating an organized and completely developed message using appropriate verbal and nonverbal language;
- (d) applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) often interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) almost always identifies, analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

Nearing Proficiency: (1) A graduating student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) often recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) sometimes distinguishes and chooses among appropriate types of speaking and listening used by self and others, but needs assistance to choose appropriate type for audiences, purposes, and situations;
- (c) sometimes applies a range of speaking skills and strategies, and creates, with assistance, an organized message using appropriate verbal and nonverbal language;
- (d) sometimes applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) describes appreciative listening experiences with minimal analysis and evaluation of the presentation;
- (f) sometimes identifies and analyzes the impact of presentations on self and others, but needs assistance to use feedback to adjust speaking and listening behaviors; and
- (g) demonstrates limited sensitivity to the legal and ethical issues associated with communication.

Novice: (1) A graduating student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) seldom distinguishes among appropriate types of speaking and listening for a limited range of audiences, purposes, and situations;
- (c) applies a limited range of speaking skills and strategies, but has difficulty, even with assistance, creating an organized and developed message using appropriate verbal and nonverbal language;
- (d) applies a limited range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) begins to describe appreciative listening experiences by analyzing, with assistance, the presentation;
- (f) identifies and analyzes, with assistance, the impact of presentations on self and others, but seldom uses feedback to adjust speaking and listening behaviors; and
- (g) begins to demonstrate some sensitivity to the legal and ethical issues associated with communication.